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COUNSELLING AND GUIDANCE BRANCH · Supervisor: Dr. L.W. Ferguson · Asst. Supervisor: Mr. T.R. Mott

VOLUME 1, NUMBER 2

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ATTENTION: VOCATIONAL COUNSELLORS

Recent conversation between the Provincial Supervisor of Counselling and Guidance and Regional Director of Manpower brought to light an area whereby both counsellors and Manpower offices can mutually benefit. After spending a number of years in a school environment, counsellors lose touch with the work-a-day world. They, therefore, increasingly involve themselves in career counselling or post secondary placement to the exclusion of those youngsters who will be going directly into the labour market. The possibility of having Manpower counsellors visit schools on a regular basis was explored with the Manpower offices only to discover that they are short of staff as well and particularly so in the summer months. At that point, the idea of school counsellors working for Manpower in their offices during the summer months was born. The Counselling and Guidance Branch will be in contact with the Western Division Manpower offices to arrange for opportunities whereby counsellors can be employed by Manpower in their offices during the summer months of 1972. It is felt that school counsellors would benefit immeasurably from this opportunity not only financially but in terms of increased

knowledge about the world of work. On the other hand, Manpower offices would benefit by having a group of highly qualified counsellors available during the summer months when their regular staff are attempting to take holidays and still meet the increased demand on their services.

This same conversation between the Western Divisional Manpower Director and the Supervisor of Counselling and Guidance brought to light the possibilities of Manpower having free instructional seminars whereby they will train school counsellors to use the General Aptitude Test Battery which has been, until recent years, the exclusive property of the U.S.A. and Canadian Manpower offices. The value of this test is that it is intricately related to the Ohio Interest Inventory and is directed towards the trade areas rather than the professional areas which is covered by the D.A.T. and Strong Interest Inventories. As negotiations progress, this bulletin will carry an advertisement asking for the names of those parties interested in either summer employment or the seminars whereby instruction may be gained in the use of the General Aptitude Test Battery.

COMMITTEE FOR THE COORDINATION OF POST SECONDARY EDUCATIONAL AND VOCATIONAL INFORMATION

This Committee consists of approximately 25 people representing all post secondary educational and vocational training institutions along with the Department of Manpower and Bureau of Vital Statistics. This Committee has met on three occasions and has very quickly developed some recommendations for the Counselling and Guidance Branch. The concerns centered around three areas of consideration: firstly, that of printed educational and vocational information;

secondly, use of film and videotape media; and thirdly, the use of on-campus and school visitations to directly communicate with student bodies. This Committee was prompted by the concerns which exist in the field about the quality of good informational materials and the number of out-dated materials which are still cluttering up the information flow between counsellor and student in Alberta schools.

SENIOR HIGH SCHOOL HANDBOOK ORIENTATION

The following letter was sent to all Superintendents of Schools (Locally and Provincial Appointed) by Dr. Ferguson:

"With the recent decentralization of responsibility from the Examinations Branch to the individual schools, administrators and counsellors alike are going to find it necessary to develop new strategies of coping with these responsibilities. I am speaking specifically of the Department's intention not to check high school registration forms and not to be involved in evaluation of transcripts for purposes of grade or course placement where these transcripts come from other schools in the Province or other provinces in Canada.

"The Department will be making available guidelines for use of administrators

and counsellors this fall. However, in the interim, since both parties will be accepting increasing responsibility in this field, I would like to suggest that counsellors be included along with administrators in any meetings which have the purpose of orientation to the High School Handbook. I strongly feel that if administrators and counsellors are to have mutual confidence in one another's interpretation of the Handbook and subsequent programming for placement of students, they must have a common meeting ground and common information. I feel this could be achieved, in part, through attendance at the same Handbook orientation programs. I realize this has been the practice in some areas for many years but in others, this has not been so. Perhaps the time has come to review the matter and to include counsellors in these meetings."

COUNSELLOR FILMS

This Branch is presently in the process of reviewing some counsellor films with the intention of purchasing these films if they meet our expectations. These films could then be made available to counsellors throughout the Province for use in workshops, inservice, and public relations. The following films are under review:

1. The School Counsellor - 16 mm, 28 minutes - examines and explains the role of the guidance counsellor.
2. Counselling in the Elementary School - 16 mm, 27 minutes - deals with two

counsellors and the problems they encounter in a low-income area elementary school.

3. Counselling in the Secondary School - 16 mm, 20 minutes - concentrates on one counsellor in an affluent school district dealing with typical concerns of individual high school students.
4. Group Counselling - 16 mm, 26 minutes - records the drama and tension of one group session.

FURTHER COMMENTS ON DRUG FILMS

Two films on drug abuse, produced for the Alberta government, are now available for distribution through the Audio-Visual Branch of the Department of Education.

The movie "Film", which examines the drug sub-culture through the eyes of an Edmonton rock band, and "Dawning", a Calgary based production which examines some of the reasons behind drug abuse, were completed last fall by the Alberta Departments of Health and Education.

The two films have been acclaimed by

specialists in drug counselling across the Province and have been widely viewed in Alberta's schools with "very encouraging" results according to Education Minister, Robert Clark.

"Neither of the films pretends to have all the answers to drug abuse," Mr. Clark explained. "Both attempt in honest fashion to examine drug abuse from different points of view, provoking opinions from the audience which will set the stage for wide-ranging, uninhibited discussion following the showing."

PUBLICATIONS

1. Physical Facilities in Guidance - This booklet elaborates a rationale for counselling and guidance facilities at both the secondary and elementary levels. It illustrates the arrangement of counsellor offices and waiting rooms in graphic and pictorial ways utilizing the space which is allocated for guidance under The School Buildings Act. It should be noted that for the first time space is being allocated for elementary counselling facilities at the elementary school level. Additionally, the school conference room has been designated for group counselling use in The School Buildings Act Regulations. These two recent acquisitions are the result of active petitioning of the Board by the Counselling and Guidance Branch.
2. Prerequisites to Post Secondary Education - This booklet presently being published includes prerequisites for all post secondary educational opportunities in Alberta along with training opportunities at all private and public facilities in the Province. This booklet is greatly enlarged and expands upon virtually every educational avenue which is open to young people in the Province and we feel that

it will be of great value to counsellors in their interaction with students.

3. A Pamphlet: Concerning the Role of Departmental Guidance Personnel in the Province - This brochure is designed for administrators at all levels as well as coordinators of guidance services. It details the services available to the various school systems through the Department of Education. We hope that it will clarify many of the old perceptions that are presently abounding in the Province and that it will also result in more realistic use of the new guidance personnel in the Province.
4. Evaluation Questionnaire - An evaluation questionnaire has been prepared for use with students and staff in schools where guidance services presently exist. This questionnaire will be made available on request to counsellors who are interested in evaluating their services with the publics they attempt to serve and will be published in conjunction with a rationale which will define the parameters for guidance functioning in Alberta schools this fall.

CONFERENCE HIGHLIGHTS

Greater Edmonton Teachers' Convention - February 25 and 26, 1971.

Dr. D. Usher, University of Denver, Colorado, impressed and inspired the large audiences that attended his presentations. His low key approach emphasizing the need "to make school a place where kids can feel good about being themselves" resulted in large audience appeal.

His central concern was to stimulate educators to look at the "human process of learning" and to "personalize education".

Dr. Usher stressed that education should focus on what a student can "become". Our educational practices should be directed toward allowing students the opportunities to become "free" in the sense of providing the classroom atmosphere and conditions in which students have the freedom to become

"the best person that they might become". In Maslow's terms, a "free" person is essentially a person who has obtained high levels of need fulfillment.

Dr. Usher talked about practical things that could be done within the classroom to make education more personal. The "person-centered" teacher recognizes that kids learn better when they feel essentially good about what they are. A most important goal in education is to consider whatever is done in the classroom in terms of whatever it contributes to a student's feeling essentially good about themselves (a positive self-concept). -- "What is presently being done in the classroom to contribute to a positive self-concept on the part of the students?"

North Central Teachers' Convention -
February 11 and 12, 1971.

Dr. C. Truax, University of Calgary, addressed a large audience on the topic "The Guidance Role of the Classroom Teacher".

Dr. Truax suggested that a basic problem in education today is that too often a heavy emphasis is placed on developing cognitive skills in the classroom with minimal emphasis on development of student maturity, especially in terms of developing "facilitative interpersonal skills". This forces a major decision upon schools - how much time should be devoted to the development of cognitive skills versus the development of affective skills?

Dr. Truax set forth a well-documented position of the importance of "humanizing" the classroom and emphasizing the affective development of students. He suggests "the way we teach is far more important than what we teach". As educators, we must "interact" with kids and provide a classroom environment of empathy, warmth, and genuineness that facilitates the development of interpersonal skills", according to Truax.

Northeastern Alberta Regional Guidance Council - February 5, 1971

The Northeastern Alberta Regional Guidance Council held a guidance seminar at St. Paul on February 5, 1971. The theme was "Developments in Rural Counselling".

Mr. S. Sieben, Coordinator of Pupil Personnel Services, Morinville, presented the topic "Identifying Special Needs of Rural Students".

Dr. L. W. Ferguson, Supervisor of Counselling and Guidance, Department of Education, Presented the topic "Lines of Accountability for Counsellors".

Mr. R. S. Gall, Past President of the Provincial Guidance Council and Director

Dr. C. Safran, Calgary Public School System, in his remarks on "counselling in the 70's", set out major trends that he saw developing in this decade.

The role of the present day guidance counsellor needs to change and move toward a greater degree of interaction within the school environment. More paraprofessionals will assume some of the traditional guidance functions but basically much more of the guidance function will rest with the classroom teacher.

Dr. Safran set forth a model of counselling in which a counsellee can learn to cope with stresses and pressures that he is daily confronted with. The counsellor, in the 70's will possess skills in group work and assume a key function of a "ameliorator" in the school environment, in the sense of dealing with the numerous and varied forces impinging on schools (technological change, urbanization, pollution, community pressures, changing life values, etc.) and thereby assisting students to cope with these pressures.

of Pupil Personnel Services, Lethbridge, presented the topic "Function and Need of a Developmental Counsellor at the Elementary Level".

Mr. Dave Thomas, Supervisor of Guidance, St. Albert, dealt with the topic "Identifying and Clarifying Issues which can Keep Administrators and Counsellors from Working Together Effectively".

Discussion and dialogue followed each presentation, and the large audience participated freely. The Northeastern Alberta Regional Guidance Council is to be commended for its fine efforts to date.

CONFERENCE REMINDER

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| July 4 - 16, 1971 | Counsellor Leadership Seminar to be held at the School for the Deaf, Edmonton. |
| Oct. 17 - 21, 1971 | Conference of the International Association of Pupil Personnel Workers will be held at the Westbury Hotel, Toronto. |

Counsellors' Spring Conference -
March 19 and 20, 1971

Theme: Accountability in Counselling

Alberta counsellors found the Spring Conference at Red Deer both pleasant and enlightening. Counsellors enjoyed an opportunity for informal discussion that was hosted jointly by the Institute of Chartered Accountants and the Association of Professional Engineers, Geologists, and Geophysicists. Speakers at the formal sessions presented views of the various facets of the educational setting including the Department of Education, school boards, administration, students, and counsellors. This enabled counsellors to evaluate their responsibilities in terms of the expectations the community holds for counsellors.

Dr. W. R. Duke, Alberta Department of Education, main speaker at the Conference, stated that education, along with all public and private organizations, is in the midst of an "institutional crisis". He said that the ability of schools, as they presently exist, to deliver sought results is being questioned, not the value of education per se. Accountability in education is economically based and humanistically oriented. Dr. Duke considered two approaches possible for dealing with accountability. The system could be more effective. The alternative is to replace the system. He focused on one trend within the system by which education could be made more effective. He described the benefits of the Planning, Programming, Budgeting, and Evaluation Systems project that is currently being piloted in Alberta. He felt that, because of their training, counsellors have two major roles to play in such a system; that of assisting in specification of objectives, and the development of evaluation criteria for objectives specified. Dr. Duke believes that counsellors should welcome an examination of their work in relation to the objectives of their programs. The result of critical analysis is likely to be improvement in the quality of services rendered and, therefore, greater ease in substantiating the worth of counselling.

Other speakers at the Conference presented challenges to counsellors based on needs relative to their vantage point in the educational scene. Mr. C. Wilson, Principal, charged counsellors with the responsibility of developing confidence in counselling among school staff.

Mr. C. Schroder, School Board Member, stated that counsellors' first responsibility to boards was to "educate" board members with reference to counsellors greatest strengths and to formulate goals relative to these strengths.

Mr. S. Tyler, Student, asked that counsellors assist students in making their own decisions and avoid making decisions for students. He believes that small group discussions are a valuable means of providing students opportunity for sound decision making.

Dr. J. Quinn, Director of Pupil Personnel Services, Calgary Separate School Board, summarized previous speakers' remarks. He emphasized counsellors' responsibility for getting involved with accountability and thus developing the community's confidence in counselling.

Dr. J. Paterson, University of Alberta, ended the Conference with a positive note of encouragement. He said that although ineffective counselling services should be "whittled down", we must not ignore the good work that is being done. The right of counselling to exist as a service depends upon its ability to justify what counsellors are doing to help children. He said we must "beat the bushes to identify positive information" and use it to advantage.

Recorded by: W. P. Ostashewski,
Archbishop MacDonald High
School, Edmonton.

CAREER FAIRS

Career Fairs were held in eight centers throughout the Province this year. An evaluation of the Career Fair project is presented below. A more comprehensive description of this evaluation is available from this office upon request.

Preliminary planning is now in process for the 1971-72 Career Fair project. If

you are interested in participating in this project next year, kindly contact this Branch for further information.

Of some 550 students, 66 teachers, and six parents who responded to our Career Fair Evaluation Form, the following results were obtained:

NOTE: S = STUDENTS T = TEACHERS P = PARENTS

		<u>EXCELLENT AND GOOD</u>			<u>FAIR AND POOR</u>		
		S.	T.	P.	S.	T.	P.
1.	<u>CAREER TALKS</u>						
	6 categories dealing with presentation: MEANS ARE	83%	88%	100%	17%	12%	%
	5 categories dealing with content: MEANS ARE	81%	88%	87%	19%	12%	13%
2.	<u>CAREER DISPLAYS</u>						
	6 categories: MEANS ARE	85%	85%	60%	15%	15%	40%
3.	<u>OVERALL EVALUATION OF THE CAREER FAIR</u>	94%	92%	100%	6%	8%	%
4.	<u>STUDENT RESPONSES TO NINE QUESTIONS</u>				<u>YES</u>	<u>NO</u>	
	1. Were you interested in any career before the Career Fair started?				86%	14%	
	2. Did the Career Fair provide you with any information which you did not already know?				93%	7%	
	3. Were the Career Fair members sufficiently informed and capable of answering your questions?				98%	2%	
	4. At the end of your visit, did you find yourself interested in a field in which you were previously not interested?				48%	52%	
	5. Did you ask questions of the exhibitors about this new field?				44%	56%	
	6. Would you want any additional information about the fields of your interest?				85%	15%	
	7. Do you know where you can get that information?				70%	30%	
	8. Would you like to attend another Career Fair in the future?				95%	5%	
	9. Would the information you received from the Career Fair have been more helpful to you if you had received it in an earlier grade?				47%	53%	

FOCUS ON

COMMITTEE ON STANDARDIZED TESTING



Left to right - Dr. J. W. Quinn, Calgary Separate School District; Dr. L. W. Ferguson, Department of Education; Dr. H. Mosychuk, Edmonton Public School District; Dr. D. D. Sawatzky, University of Alberta; and Mr. R. Gall, Lethbridge Public School District.

The above constitute the newly formed Committee on Standardized Testing. The Committee is undertaking to develop a booklet on standardized testing which will begin with a rationale for evaluation and standardized testing along with controversial issues in the field of testing. In addition to a discussion concerning the categories of tests, the types of tests assumed under these categories and the information they will yield, the booklet will deal with the details involved in administering a testing program, scoring, interpreting, and reporting test results. Perhaps the most significant aspect of this whole endeavour, however, will be the careful evaluation of all tests in each of the categories under consideration. This evaluation will involve not only a study of the technical data associated with each test but also interviews with the technical consultants of the various testing companies. The objective of this evaluation is to develop a recommended core testing program

for Alberta schools. Once this integrated testing program has been arrived at, norming procedures will be developed whereby rural and urban Alberta norms will be developed for each test. Additionally, video tape will be developed on each test to assist counsellors in staff development roles aimed at the classroom use of test results. At a later point in time, the standardized test constituting the recommended core factor will be analysed and the items loading on each factor will be identified so that the test may have some diagnostic value for teachers. Similarly, inter-correlation between the mental abilities test and the achievement tests will be determined.

I might add that the professional involvement and leadership being demonstrated by the four above mentioned people is completely voluntary and as such, I feel, is high commendable.

VOCATIONAL GUIDANCE BURSARY

The Department of Industrial and Vocational Education of the University of Alberta in cooperation with the Department of Educational Psychology, offers a Graduate Diploma program in Vocational Guidance.

Briefly, the information describing the program falls into three parts:

Program Admission Requirements

1. An approved degree from the University of Alberta or other accredited university in a program area acceptable to the Faculty of Education, University of Alberta. (Transcripts to be sent by institution granting degree(s)).
2. An Alberta Professional Teachers Certification or equivalent.
3. Several years of teaching experience. (To be verified by employer).
4. Not less than three years of business or industrial experience. (To be verified by employer).
5. Approval by the Vocational Guidance Diploma Program Admissions Committee.

The Program

Ed. Psy. 511/513	Ed. Voc. 350
Ed. Psy. 515/517	Ed. Voc. 550
Ed. Psy. 512	

GROUP COUNSELLING SEMINAR - as recorded by Mr. W. P. Ostaszewski.

At a recent seminar on Group Counseling, members and guests of the Edmonton Regional Guidance Council considered the importance of group counselling skills to a counsellor in the current school setting. The three sessions were chaired by University of Alberta personnel, Dr. J. Bishop, Dr. J. Paterson, and Dr. P. Koziey.

To set the scene, Dr. Bishop, Coordinator of the Seminar, presented the current sociological and psychological conditions directing the emergence of counselling with a new emphasis. Counsellors must be or become competent at consulting and coordinating as well as counselling. Group counselling is one valuable method of assisting students to resolve their socio-

Financial Support

1. School Board - For admission into the program, a school board must be willing to sponsor the candidate to the extent of \$3,000 (if he has dependents), or \$1,800 (without dependents).
2. Provincial Department of Vocational Education - The Provincial Department of Vocational Education reimburses the school board by two-thirds of the sponsorship; that is, a reimbursement of \$2,000 if a candidate has dependents and \$1,200 for the candidate without dependents.
3. Canada Manpower - When the candidate has a commitment from a school board willing to sponsor him, he then is eligible to apply to Canada Manpower for additional monies. The monies received are on a sliding scale, varying from \$43 weekly for a single person, to \$110 weekly for a person with four dependents living away from home. Canada Manpower rates apply during the time the student is attending classes at the University and in addition to these rates, tuition fees are paid.

Ten candidates will be selected for the program for the 1971-1972 year. All superintendents in the province have been informed of this program.

educational problems.

Dr. Paterson provided a review of the kinds of "real problems in a real school in a real community" that could be handled in a group counselling setting. Examples of its effective use suggested wide applicability for group counselling.

In the last session, Dr. Koziey dealt in detail with various techniques: acceptance, confrontation, relationship development, principle of the "now", and concern for "how" and "what". He emphasized the importance of each counsellor employing techniques that were particularly coherent with his personality.

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